



MONEY FALLS OUT OF THE SKY FOR
GEORGIA BOARD OF EDUCATION

GEORGIA BOARD OF EDUCATION

WHERE DOES THE MONEY GO?

The department of education in Georgia has a budget of \$19,007,701,383.00 per year in just elementary and secondary education. Students can look to education grants in addition to scholarships.

Education expense is not cheap in Georgia. Although there are student loans available, students should look into education grants first. Unlike loans, students do not have to pay back the amount they receive in grants.

In December 2013 Georgia was named a winner in the third round of applications, receiving the second highest score among 16 applicants. The state received \$51.7M over the four-year grant period, the largest award given to any state in round three. Georgia's application focused on expanding on these five critical areas.

1. Building Successful State Systems
2. Increasing High Quality, Accountable programs.
3. Promote Early Learning Outcomes
4. Developing a Great Early Childhood Education Workforce
5. Measuring Outcomes and Progress. (including in #5 is expanding the quality of data collected for children, programs, and educators by pooling additional, existing data feed from participating agencies to expand the Cross Agency Child Data System) (SLDS?)

<http://www.usgrants.org/georgia/education-grants>

WHERE YOU'RE SCHOOL DOLLARS GO-----

Big city school districts love to cry poverty every chance they get. They're very skilled at selling the media on ideas that they're barely getting by on spare change, mostly due to evil education budget cuts at the state level.

Then they turn around and spend money by the bucket on items that have no connection to student learning. The Atlanta School District is a very good example.

Heading into fiscal year 2013, district officials published a budget plan that called for a \$30 million reduction in overall spending, departmental budget cuts averaging 10%, a reduction in force of between 285 and 485 employees, and four planned furlough days where there would be no student instruction.

Based on examination of other districts, we would guess that most of the travel was related to professional development conferences at fancy hotels in various cities. We would also bet that a fair number of the trips were "grant-funded", which means they may have been paid for grant money from Washington D.C. or the Georgia state government. As we have stated before – so what? Federal and state grant money is still TAX money, taken from the pockets of working Americans to fund a lot of waste at the school district level.

Times were tough, you know. But somehow district employees managed to have a great time that year, with seven (I count 9) figures worth of food, drink and extensive travel, all courtesy of taxpayers.

District employees had a total of 1,189 transactions at hotels throughout the United States in 2012-2013 for a total cost of \$505,105.

They had 1,343 transactions with airlines, travel agencies and related businesses, costing a total of \$245,333.

They had 3,054 transactions at restaurants throughout Georgia and the rest of the U.S., totaling \$72,762. They had 50 transactions at various catering businesses totaling \$100,566.

We came across several other areas of questionable spending. Some of them may be reasonable, but it's impossible to tell without the cooperation of school officials, and their not talking. We would love to know why district officials spent \$6.8 million in legal fees, or \$330,000 on moving and storage fees, particularly with so many employees around who could help with moving – if their union contract allows such a thing.

The district also reported medical expenses of more than \$1 million, which would normally be covered by insurance. It also listed a lawsuit payment of \$154,111, which would normally be covered by the districts liability insurance carrier.

There was also a mysterious payment of \$118,444 to Alison and Tim Caputo.

It also gave \$54,650 to the Atlantic Civic Center, \$25,000 to the Georgia Dome and \$45,564 to the Georgia World Congress Center

TOTALING: A STAGERING \$9,451,535.00 amount of taxpayer or grant money with no accountability from Atlanta School District.

Perhaps those figures shouldn't be surprising, coming from a district that gave us one of the largest, most notorious cheating scandals in the history of American education.

But one would think, with a greatly reduced budget and cuts for all departments (including a 7% cut to the Curriculum and Instruction Division) that they might have made an effort to cut down on the travel and free food a bit.

Perhaps shame and guilt are not common emotions for the people who operate Atlanta Public Schools. <http://eagnews.org> (Ashleigh Costello

Contributed to this report)

I, personally ask where was Dr. John D. Barge, State School Superintendent, in all of the APS disgrace?

MORE GRANTS

Georgia Department of Education received: a Local Competitive Grant – Title II Part B

“Grant Award Notification: August 22, 2014”.

Program Dates: October 1, 2014 – September 30, 2016

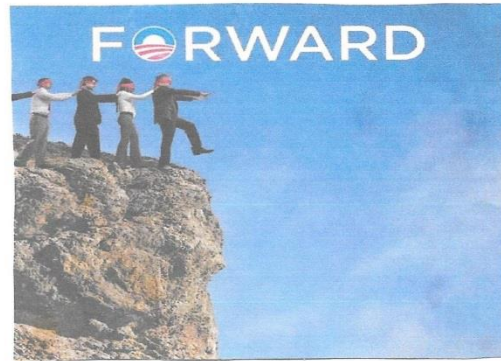
Estimated Amount to be Awarded: \$5,300,000.

Anticipated Number of Awards: 15-25 www.gaboe.org

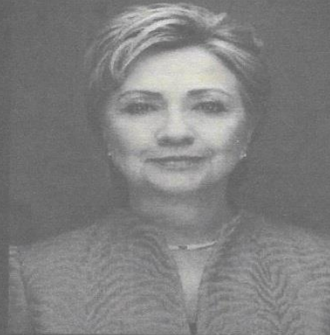
GAINESVILLE TIMES

10-6-14: \$1.99 billion requested to fund universities for 2016 budget and a separate \$254.8 billion for facilities. UNG official said it is \$46.4 million higher or 2.4% than for fiscal year 2015. The request also includes \$19.2 million for the GA. Public Library System.

10-14: \$138,483 grant received from state D.O.E. to U.N.G. will allow UNG to partner with Hall, Lumpkin, to strengthen science teacher's skills and knowledge. These Federal Mathematics and Science funds will allow 180 hours of instruction to 30 area elementary teachers. Participating teachers will be allowed a substitute to attend seminars and will receive a \$750 stipend for each of two seminars. Program requires teachers to the pass along what they learned.



"Society's needs come before
the individual's needs."
-Adolph Hitler



"We must stop thinking of the
individual and start thinking
about what is best for society."
- Hillary Clinton

Name _____

Hold the Flag High

Possessive Nouns

Directions Make each sentence less wordy by replacing the underlined words with a possessive noun phrase. Write the sentence on the line.

1. The job of a president is not easy.

A president's job is not easy.

2. The people of a nation do not always agree.

A nation's people do not always agree.

3. The choices of the president affect everyone.

The president's choices affect everyone.

4. He makes sure the laws of the country are fair.

He makes sure the country's laws are fair.

5. The commands of government officials must be obeyed by all.

Government officials' commands must be obeyed by all.

6. The wants of an individual are less important than the well-being of the nation.

An individual's wants are less important than the nation's well-being.

Directions Write a paragraph describing some of the traits of people in your family. Use possessive nouns to make your writing simpler and less wordy.

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Dispelling The Myths Of The Media Machine

Quotes - Lenin, Stalin, Hitler

"Cause the registration of all firearms on some pretext, with the view of confiscating them and leaving the population defenseless."
—Vladimir Ilich Lenin

"[State-run] education is a weapon, whose effect depends on who holds it in his hands and at whom it is aimed." —Joseph Stalin

"This year will go down in history. For the first time, a civilized nation has full gun registration! Our streets will be safer, our police more efficient, and the world will follow our lead into the future." —Adolf Hitler, 1935

"The main plank in the National Socialist program is to abolish the liberalistic concept of the individual and the Marxist concept of humanity and to substitute for them the folk community, rooted in the soil and bound together by the bond of its common blood." (Adolph Hitler, quoted in *Hitler, A Study in Tyranny*, by Alan Bullock (Harper Collins, NY))

"It is thus necessary that the individual should come to realize that his own ego is of no importance in comparison with the existence of his nation; that the position of the individual ego is conditioned solely by the interests of the nation as a whole ... that above all the unity of a nation's spirit and will are worth far more than the freedom of the spirit and will of an individual. This state of mind, which subordinates the interests of the ego to the conservation of the community, is really the first premise for every truly human culture we understand only the individual's capacity to make sacrifices for the community, for his fellow man." (Adolph Hitler, 1933)

"Comrades! We must abolish the cult of the individual decisively, once and for all." (Nikita Khrushchev, February 25, 1956 20th Congress of the Communist Party)

"All our lives we fought against exalting the individual, against the elevation of the single person, and long ago we were over and done with the business of a hero, and here it comes up again: the glorification of one personality. This is not good at all." (Vladimir Lenin, as quoted in "Not by Politics Alone.")

"We must stop thinking of the individual and start thinking about what is best for society." (Hillary Clinton, 1993)

"We can't be so fixated on our desire to preserve the rights of ordinary Americans ..." (President Bill Clinton, USA Today, March 11, 1993, Page 2A)

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<http://www.fightthebias.com/Quotes/lenin.htm>

10/15/2014

TEACHER INDOCTRINATION



OCTOBER 8, 2014

Teacher Indoctrination

Walter E. Williams

10/8/2014 12:01:00 AM - Walter E. Williams

Students at several Jefferson County, Colorado, high schools walked out to protest the school board's recently proposed curriculum review committee that seeks to promote patriotism, respect for authority, free enterprise, plus the positive aspects of U.S. history. The teachers union, whose members forced two high schools to close by calling in sick, is against the implementation of performance-based pay. The union has encouraged and applauded student protests against what it's calling academic censorship.

The average parent and taxpayer has little idea of what is being taught to our youngsters. In February 2006, I wrote a column titled "Indoctrination of Our Youth," followed in March with "Youth Indoctrination Update." Both columns focused on rants that a student secretly had recorded of a geography teacher at another Colorado school — Overland High School in Aurora. The teacher was Jay Bennish. He told his students that President George W. Bush's State of the Union address sounded "a lot like the things that Adolf Hitler used to say." He continued, "Bush is threatening the whole planet." He then asked his students, "Who is probably the single most violent nation on planet Earth?" He shouted the answer, "The United States!" During this class session, Bennish peppered his 10th-grade class with other ridiculous statements, saying the U.S. has engaged in "7,000 terrorist attacks against Cuba" and telling his students capitalism "is at odds with humanity, at odds with caring and compassion ... (and) at odds with human rights."

Bennish reasoned with his class, "If we have the right to fly to Bolivia or Peru and drop chemical weapons (pesticides) on top of farmers' fields because we're afraid they might be growing coca and that could be turned into cocaine and sold to us, well, then don't the Peruvians and the Iranians and the Chinese have the right to invade America and drop chemical weapons over North Carolina to destroy the tobacco plants that are killing millions and millions of people in their countries every year and causing them billions of dollars in health care costs?" This kind of anti-American teaching might help explain why some Americans have joined the Islamic State of Iraq and the Levant.

Relevant to our struggle with ISIL is [this observation](#) by Bennish, reported by columnist Todd Manzi:

"You have to understand something. When al-Qaida attacked America on Sept. 11, in their view, they're not attacking innocent people. OK? The CIA has an office in the World Trade Center. The Pentagon is a military target. The White House was a military target. Congress is a military target. ... So in the minds of al-Qaida, they are not attacking innocent people; they are attacking legitimate targets."

This kind of teacher indoctrination is by no means restricted to Colorado. Many teachers, at all grades, use their classroom for environmental, anti-war, anti-capitalist and anti-parent propaganda. Some require their students to write letters to political figures to condemn public policy the teachers

<http://townhall.com/columnists/walterewilliams/2014/10/08/teacher-indoctrination-n19014...> 10/8/2014

wanted to beat up your parents?" In a high-school health class, students were asked, "How many of you hate your parents?"

We can't tell whether Jefferson County teachers are giving their students the same kind of anti-American indoctrination, because if there is not recorded evidence, they will deny brainwashing. If they are brainwashing students, then it's understandable why they are against the school board's curriculum review demanding that they promote patriotism, respect for authority, free enterprise and the positive aspects of U.S. history.

Parents should become more involved with their children's education. They should look at the textbooks used and examine their children's homework. Parents should show up en masse at PTA and board of education meetings to ensure that teachers confine their lessons to reading, writing and arithmetic and leave indoctrination to parents. The most promising tool in the fight against teacher indoctrination and classroom misconduct is the microtechnology that enables students to secretly record and expose academic misconduct by teachers.

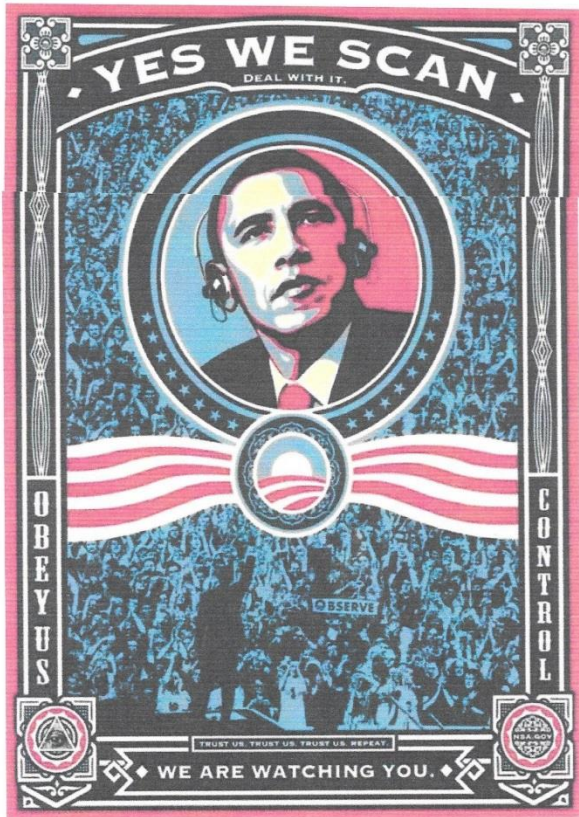
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Top Ed-Tech Trends of 2013: Data vs Privacy

by [Audrey Watters](#) on 11 Dec, 2013

Part 7 of my [Top 10 Ed-Tech Trends of 2013](#) series

This is the third year in a row that I've chosen "data" as one of the "top trends" in ed-tech. (See [2011](#), [2012](#)) If you're looking for a sunnier view of data in education, read those. 2013, in my opinion, was pretty grim.



(Student) Data is the New Oil: MOOCs, Metaphor, and Money

Audrey Watters
@audreywatters
<http://hackededucation.com>

Now from a leading student-privacy
blogger!

From: **Leonie Haimson** <leonie@att.net>
Date: Sun, Sep 14, 2014 at 12:18 PM
Subject: Action alert! for student privacy
To: parent-coalition-for-student-privacy@googlegroups.com
Cc: leonie@att.net, Parents Across America group <PAA@yahoogroups.com>, paa news <PAAnews@yahoogroups.com>

We just heard that RIGHT NOW, the Senate HELP (Health Education Labor and Pensions committee) is negotiating over the re-authorization of the Education Sciences Reform Act. We were told that there are Democrats on the committee who are pushing for relaxing limits on access to personal student data, and are saying that researchers should be able to obtain open-ended access to complete student data sets-- and that they shouldn't have to even specify which specific student level data they want for what purposes.

We are urging all parents/advocates to call their Senators in DC ASAP and if possible on Monday morning-- ESPECIALLY if your Senator is on the HELP committee (listed with links to their contact info below) and especially the Democrats, and ask to speak to their education staffers with the following message:

As regards the Education Sciences Reform Act, student data used by researchers should be de-identified and anonymized to the extent possible. In NO case should any researcher obtain open-ended access to personally identifiable student data without parental consent. There must be strict oversight and protocols, and the researcher must explain exactly what type of personal data they need for what particular purpose and why it is absolutely necessary to complete their analysis and why this could not be achieved with anonymized data.

If you have more time to talk, you can point out that there have been more than 700 reported breaches of personal data from educational institutions since 2005 according to <http://www.privacyrights.org/data-breach>.

You can also point out that the NCES has said that Fair Information Practices require that only personal information that is directly relevant and necessary for the specified purpose should be collected and/or shared.

9/14/2014

GREEN ENERGY==SOYLENT GREEN==HUMAN BEING

REFERENCE: JOHN WHITE W. WHITEHEAD

A GOVERNMENT OF WOLVES

THE EMERGING AMERICAN POLICE STATE

CHAPTER 22

- WND - <http://www.wnd.com> -

Ayers' group foresaw genocide of capitalists

Posted By -NO AUTHOR- On 10/23/2008 @ 8:44 pm In [Front Page](#) | [Comments Disabled](#)

Larry Grathwohl in 1982 documentary

While many defenders of Weather Underground co-founder William Ayers have sought to minimize his bomb attacks on the U.S. Capitol and other landmarks because they purportedly did not target people, a former FBI informant who penetrated the group claimed he witnessed a meeting in which members discussed a future communist takeover of America in which some 25 million "diehard capitalists" would need to be killed.

Larry Grathwohl recalled his experience in the 1982 documentary "No Place to Hide," noted the [weblog Confederate Yankees](#).

In a session with members of the radical group, founded in 1969, Grathwohl said discussion centered on a future in which the communist nations of Cuba, North Korea, China and the Soviet Union would occupy various parts of the U.S., with "re-education centers" established in the Southwest to prevent counterrevolution.

"I asked, 'Well what is going to happen to those people we can't reeducate, that are diehard capitalists?' And the reply was that they'd have to be eliminated."

Republican John McCain's presidential campaign has made Ayers an issue, charging Obama has had ties to an unrepentant domestic terrorist, including service together on two nonprofit boards. Critics also maintain Obama's political career was launched at the home of Ayers and his wife, Bernardine Dohrn, also a former Weather Underground leader. Ayers, now a college professor, has said in interviews over the past decade he has no remorse for his 1970s terrorist activities, saying he only wished he could have done more.

Grathwohl, who worked as an operative for law enforcement agencies in Cincinnati, said when he pursued the genocide issue further, the Weather Underground members "estimated they would have to eliminate 25 million people in these re-education centers."

"And when I say 'eliminate,' I mean 'kill,'" he continued. "Twenty-five million people."

Grathwohl told the interviewer: "I want you to imagine sitting in a room with 25 people, most of which have graduate degrees, from Columbia and other well-known educational centers, and hear them figuring out the logistics for the elimination of 25 million people."

"And they were dead serious."

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10/17/2014

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Da Tagliare:profatherpollis

A week ago, I laid out a list of things President Obama has put in place to set the nation up for his hostile military takeover.

After my first post about Obama's hostile military takeover, I received an email from a reader that offered an explanation to my pondering of why NOAA (National Oceanic and Atmospheric Administration) would also be ordering millions of rounds of ammunition and assault rifles. He offered the idea that it is an ironic twist to Obama's relationship with

terrorist Bill Ayers.



Ayers was a wanted domestic terrorist back in the 1960s and 1970s. Ayers was a co-founder of the terrorist group known as the Weather Underground. Now, Obama is using NOAA, a federal weather agency to stockpile weapons and ammunition for his terrorist assault on the American people.

TOP NEWS THIS WEEK

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The Signs Are All Here! Ebola Mutations With Medical Mental Law Due To Airborne Ebola In The Cards 3,145 views | posted on October 6, 2014

Ancient Civilizations? Check Out These Mysterious Structures Found On The Bottom Of The Ocean Floor 2,963 views | posted on April 29, 2014

Today, I would like to add a few more items to that list that makes the case for his hostile military takeover even more compelling.

It has now been confirmed that the goal of the Department of Homeland Security is to purchase a total of 1.6 billion rounds of ammunition. A portion of that ammunition is hollow point bullets, which have been banned from use in war by international law. Another portion is specialized sniper ammunition.

In case you have a difficult time comprehending the significance of 1.6 billion rounds of ammunition, allow me to give you a couple of comparisons. During the height of the war in Iraq, the US Army fired less than 6 million rounds per month. That means DHS has enough ammunition to supply the US Army for 266.7 months (22.22 years) of intense war.

Currently, the DHS uses approximately 15 million rounds of ammunition every year at their various training facilities. At that rate, they have enough ammunition for 106.67 years of training.

So ask yourself, what is the justification for the purchase of 1.6 billion rounds of ammunition by the Department of Homeland Security, especially when some of it is illegal to use in war? Now ask yourself why Sen. Dianne Feinstein is so concerned about private citizens stockpiling ammunition, weapons and using high capacity magazines when the federal government is doing the same time only a thousand times more?

Perhaps the abundance of ammunition goes along with the purchase of 'Mine Resistant Protected' MRAP vehicles that are scheduled to be deployed on the streets of America. The number of vehicles they are purchasing has not been released, but they are part of the 2,717 that have been recently retrofitted by the manufacturer. The DHS appears to be taking delivery of the armored vehicles through the Marine Corps Systems Command located in Quantico, Virginia.

The scary part of the DHS acquiring MRAP vehicles is that they have been already been spotted in a number of cities throughout the country. DHS cannot deny their existence since a number of them have been photographed and videotaped by citizen observers. Why would DHS need so many, assuming they are purchasing over a thousand, MRAP vehicles deployed throughout the US, unless they are preparing for a war of some kind. Now add to that question the fact that the MRAP vehicles are equipped with gun ports.

There can be no doubt that Barack Hussein Obama is preparing for the bloodiest war in American history and it's going to take place here on American soil. When? It has to be prior to the 2016 election, unless he manages to force a constitutional amendment allowing himself to run for a third term. However, I truly don't think the amendment will be necessary, because he plans to forcibly take control of the country prior to the election. Everything points to the conclusion that this is all in preparation for a hostile military takeover.

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Obama Poised to Carry Out Hostile Military Takeover of US

Posted on March 8, 2013 by Da Tagliare Filed under 2016 Election, Constitution, Economics, Gun Control, Homosexuality, Liberalism, Military, National Security, Politics, Propaganda, Socialism, Terrorism, War

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I've been told by a number of people that it would be impossible for any person to stage a military or hostile takeover of the United States. Ten years ago, I would have agreed with them, but not now.

In the past year, President Obama has taken a number of actions that when added together clearly indicates his plans for a military or hostile takeover of the United States. And for the first time in my life, I not only believe it could happen, but I am

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firmly convinced it's going to happen before the 2016. To begin with, Obama has been tailoring the US military to his agenda. He is filling the ranks with gays and lesbians who will now follow him to any extreme because he is their champion. He has put out instructions from preaching Christianity to the troops, who by the way, aren't even allowed to have Bibles in some areas in the Middle East or any other area. For the military coup de gras, he has been tailoring his top military leaders by asking if they are willing to shoot Americans. Those that answer yes, are put in key positions while those that answer no are basically seeing the end of their military careers.

Next, the Department of Homeland Security has been stockpiling millions of weapons and billions of rounds ammunition. The federal government even has NOAA stockpiling weapons and ammunition and they aren't going to be using it to predict the weather. This is unprecedented in American history and has no purpose or basis other than the use against the American people.

The massive push for gun control has only one purpose and that is to disarm the American people. There are more guns in private ownership than there are people in the US. That would make a hostile takeover more difficult, costly and time consuming. However, the stockpiles of weapons and ammunition are just for that purpose, because Obama knows that there are a lot of Americans who will not give up their guns so easily. Attorney General Eric Holder has already warned gun owners to cover like smokers.

One of the problems with the guns in the hands of people is that the government doesn't know where they all are. That's why they are pushing for complete gun registration and background checks for everyone who owns a firearm, regardless of any grandfather clauses. Under Obamacare, they are pushing doctors and medical staffers to gather information on their patients as to whether or not they own a gun.

Under the National Defense Authorization Act, the federal government has the legal right to indefinitely detain anyone they deem to be dangerous to the country. They do not have to produce any evidence, they do not have to obtain a warrant, and they do not have to give you the right to an attorney. All Obama or Eric Holder have to do is say you are a threat and that could be the last anyone sees of you for who knows how long.



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Obama has also issued an executive order that gives him [absolute power and control over all means of communication](#) for any reason including an emergency. The executive order includes all television, radio, cable, internet and cell phone communications.

Lastly, Obama is already placing [drones in the skies over America](#). His chief puppet, Attorney General Eric Holder has ruled that not only are the drones legal, but that [Obama also has the legal right to use them to shoot Americans](#) on American soil.

When you put this all together into one package, it's obvious that the stage is set for Barack Hussein Obama to use force in a hostile takeover of the United States. All he has to do is declare a state of emergency (mostly likely prompted by a forced economic collapse). This will allow him to control all forms of communication. Both military and DHS trained personnel will then start rounding up everyone that has or still opposes Obama and detain them under the [National Defense Authorization Act](#). Those that resist will be face lethal force from the drones and/or the heavily armed military and DHS troops. Anyone resisting will be shot, since he has been given the legal authority to do so.

If Obama fears a threat from another nation, he would not be slashing military spending, cutting our nuclear arsenal down to a third of what it was and he wouldn't have NOAA stockpiling millions of weapons and ammunition. Everything Obama has been doing and putting in place is pointed inside the US, not outside. We are his target, not Iran, Syria, China, North Korea or al-Qaeda.

If you don't believe this will happen prior to the 2016 election, then please explain to me the purpose of all these things that have been strategically placed at this time. Also, I suggest you do a little studying of history in nations like [Germany](#), [Russia](#), [China](#) and other socialist nations. They all thought it could never happen to them and it did and it all started with a tyrant just like Obama gaining power and outlawing guns!

Bill Requires Children to Learn About 'Historic Election' of Obama

godfatherpolitics.com

The State of California wants to brainwash its children to love President Obama. There's a shocker.

I'm all for teaching history, but I'm against agendized history, which seems to be what AB1912 is about.

The California Assembly unanimously passed the bill (not to pass it would be racist) that would require that children learn about the "racial significance of Barack Obama's presidency," as the Associated Press put it.

Well, let's see. He's the first black president. That pretty much covers it in polite company.

If you want details, teachers could tell students how, because the Left makes such a big fuss about Obama's skin color, everybody who doesn't support Obama for any one of a million reasons is labeled "racist."

Or teachers could talk about how under Obama, fewer black Americans than ever are able to find jobs, and more people than ever are on government subsidies.

Or they could tell students how race has been used to beat foes of amnesty about the head while the administration callously ignores the security of the nation's borders.

Or classes could discuss Obama's enthusiasm for the abortion industry disproportionately aborting the babies of blacks and Latinos. ("Thank you, Planned Parenthood. God bless you.")

Or there could be some conversation about how under Obama federal policies continue to destroy the black family and encourage single motherhood (if a woman can't be talked into an abortion).

Or students could hear how, with shenanigans like the "beer summit" and praise for Trayvon Martin, Obama has persistently divided this country along racial lines and done more damage to the idea of a united America than any president ever.

Heck, students could even discuss how, by getting away with not even proving he was qualified for the presidency until well into his term, he has furthered the destructive notion that if you're liberal and black you are in a protected political class that lets you get away with anything.

Those are all things that *could* be discussed in talking about Obama's racial significance.

Instead, the bill passed by the California Assembly will demand that lessons about

significance of Americans overcoming our nation's past and acknowledging that Americans are moving in the right direction."

Yes, it was the "right direction" to ignore a presidential candidate's lack of experience and socialist, anti-American background, then ignore one of the most scandal-plagued Administrations in history to elect Obama -- twice -- because of his "racial significance."

From the AP: "The bill says the election was a 'historic step in the effort towards equality in the United States' and that previous elections in the nation involved intimidation and physical violence that prevented millions of African-Americans from voting."

Ah. So we're going to ignore the bit where the Department of Justice dismissed the case against Black Panthers for intimidating white voters and others outside a polling place. We're also not going to bring up those precincts where Obama won 100 percent -- or in a few cases, more than 100 percent -- of the vote.

Instead, we're going to give students an image of blacks being roughed up at voting booths (probably under Bush, because it's all his fault). The textbooks could just use some of those famous photos from, um, you know, that town? What's that town? You know, that famous one where they beat up all the blacks who try to vote? That one, during that election of what's his face, where they're all racists ... yeah, that's the ticket.

Why not just pass out T-shirts and teach the kids to do drills while singing about the wonders of Obama?

In fact, why not get rid of all that reading and writing stuff to make more time to learn about Glorious Leader?

And still there are people who wonder why so many Californians fail to graduate. ...

Tagged with

Tad Cronn is the editor in chief of The Patriots Almanac.

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AB-1912 Pupil instruction: history-social science framework: election of President Barack Obama. (2013-2014)

SECTION 1. The Legislature finds and declares all of the following:

- (a) The election of Barack Hussein Obama to the office of President of the United States was a historic step in the effort towards equality in the United States.
- (b) Before the Civil Rights Movement, intimidation and physical violence prevented millions of African Americans from voting and alienated them from the electoral process.
- (c) The Voting Rights Act of 1965 was a civil rights victory that inspired more ethnic minorities to register to vote and pursue elected office.
- (d) Barack Obama attended Harvard Law School where he became the first African American president of the Harvard Law Review.
- (e) After law school, Barack Obama worked to fulfill the spirit of the Voting Rights Act of 1965 by encouraging people to register to vote.
- (f) Barack Obama was first elected to the Illinois State Senate in 1996 and to the United States Senate in 2004.
- (g) Senator Barack Obama was elected the 44th President of the United States and first African American President on November 4, 2008, and was sworn in on January 20, 2009.
- (h) In honor of his extraordinary efforts to strengthen international diplomacy and cooperation between peoples, President Obama was awarded the Nobel Peace Prize.
- (i) President Obama was reelected on November 6, 2012, and was sworn in for his second term on January 20, 2013.

SEC. 2. Section 33543 is added to the Education Code, to read:

33543. (a) During the next revision of the history-social science curriculum framework, the commission shall consider including, and recommending for adoption by the state board, instruction on the election of President Barack Obama and the significance of the United States electing its first African American President, as appropriate.
- (b) The state board shall adopt, modify, or reject the curriculum framework recommended by the commission pursuant to subdivision (a).

People did vote for Obama just because he was black and that is racist.

Check it out:

The United States Constitution gives no authority to the federal government over education. In fact, since education is not listed as an enumerated power within the authority of the federal government, by law, the authority of education is left in the hands of state and local governments. But, that has not stopped the federal government from attempting to get their grubby hands all over the education of youth.



Ever since the establishment of the Department of Education by then President Jimmy Carter, we have witnessed states scrambling to meet the requirements as set forth by the feds. Republican presidents have even infringed on the state's authority over education. A prime example is George W. Bush's 'No Child Left Behind' law.

With the introduction of Common Core 'standards', schools around the nation have witnessed not only a decline in the academic standards expected of children under the guise of improving problem solving skills, but we have seen numerous examples of children being exposed to very disturbing and dangerous lessons.

Much has been made of the nonsensical Math lessons courtesy of Common Core and the elimination of the great classics of literature in favor of informative, progressive pieces. However, one lesson that should concern Americans comes courtesy of Barack Obama himself. His biography has been, not surprisingly, designated as an approved piece of Common Core literature. As a result, 4th graders in some parts of America are being taught a narrative as reality that we have witnessed the President and his lackey media push over the last 5 years. Our children are being taught that America is, at its core, a racist nation.



"Shut up, you moron! Do as you've been told
It's for your own good!"



The Harding Family, authors of the ebook: College by 12. Back row from left to right: Sergio (husband to Rosannah), Rosannah, Serenah, Keith, and Hannah. Front row from left to right: Seth, Katrinah, Kip (Dad), Mariannah, Mona Lisa (Mom) holding baby Thunder, Lorenah, and Heath. (Photo is courtesy of College by 12 and the Harding family).

Remarkably, the Harding's oldest child isn't quite 25 years old yet.

That's quite an academic success rate. It sounds like a family of achievers with high IQs.

Mona Lisa says otherwise in the College by 12 ebook:

We have all seen those "genius" kids who are in college very young. We have found that very often they are an only child or have parents with doctoral degrees. Of course, this is a wonderful thing for them. But, many of us average folks may not have been able to "relate" to their stories. We are so excited to be sharing our story because we believe you WILL be able to relate to us. Further, you will see that with God's leading, you can greatly accelerate your homeschooling.

Mona Lisa and her crew created this ebook for the curious. My [College by 12](#) review considers this. The ebook comes in two parts. The first was published in 2008. Part 2 was penned in the three years following and includes essays from the kids. It has more complete biographical information. College by 12 part 2 captures a more personal tone. It doesn't exactly start where part 1 leaves off. Part two fills in the gaps for a more detailed story, somewhat out of order.

College by 12 Review from an Editor's Perspective



Serenah Harding, the youngest U.S. Physician at age 22, is a featured author in College by 12.

From a literary perspective the book is really nothing more than a rough draft. Folks interested in reading it have to realize that it's a work in progress being completed in bits and pieces. It's not yet a real book. College by 12 is only available for download as a PDF file from the Hardings' website. In my College by 12 review I discovered it lacks a table of contents, index, proper book formatting, and in most cases transitional flow.

My College by 12 review editorial side believes the book needs work. I don't think a lack of finesse is going to bother the Hardings' target audience one bit, though. And that's completely okay with me.

I understand the Hardings are quite busy these days. It's obvious their college by 12 legacy isn't over yet. There are 4 more kids in their homeschool program still under 12. Mona Lisa promises formal editing and future publishing of her book: College by 12. And that's going to happen at a later date. Curious onlookers serious about accelerated homeschooling should consider buying the \$20 College by 12 ebook. It offers a rough idea about how they've done it. The book is more than just a how-to on accelerated homeschooling. It's also a testimony for their strong Christian beliefs and lifestyle.

College by 12 Review from an Educator's Perspective

If you're looking for a syllabus, sample lesson plans, or a specific curriculum plan you won't find that in College by 12. You will get an ongoing glimpse into their lives from several perspectives. College by 12 is a series of short essays, experiences, stories, photos, and pieces of advice by Mona Lisa, Kip, and their older kids. You'll

discover also other families advice on how to navigate college entrance exams, community college enrollment, extracurricular activities, and socialization.

The Hardings do their best to dispel common homeschool myths in College by 12.

Mona Lisa says in College by 12:

They have high GPA's but this is a sign of good study habits and lots of hard work. I mentioned earlier that our oldest had to go to the tutoring center all through her undergrad years. Our third daughter always studies and gets help from fellow classmates. People think that it must be genetics. But, what are the chances that four of our kids have "genius genes"?

They candidly reveal their controversial views on their Christian faith and education without apology. If you are currently homeschooling or thinking about it, this ebook may give you a glimpse into the style and philosophy Mona Lisa and Kip use in educating their 10 kids.

Mona Lisa says they homeschool to avoid constant repetition:

There is a lot of "dumbing down" going on in American schools as [James Taylor Gatto](#) explained in one of his books. Kids are not allowed to learn at their own pace in public and most private schools. Many kids get bored in school because the teacher has to teach to the middle of the class. She cannot move forward with the kids that are ready to move on and she does not have time to really help the kids who are falling behind.

Faith also plays a huge role in their decision to homeschool. The Hardings are staunch opponents of secular science classes teaching evolution exclusively. They believe in intelligent design and the need for closely raising your children.

Do you have som

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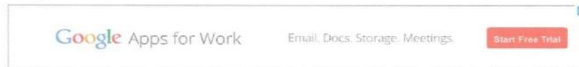
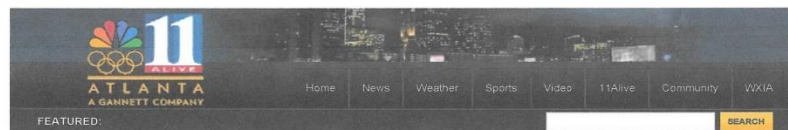
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10/9/2014



Charter school law declared unconstitutional *May 16, 2011*

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ATLANTA — A Georgia law that cleared the way for a surge in new charter schools was struck down by the state's top court in a high-profile decision that will affect thousands of students and could reshape how the state's public school system is funded.

The Georgia Supreme Court's 4-3 decision on Monday overturned the 2008 Georgia Charter Schools Commission Act, which allowed the state to approve and fund charter schools over the objection of local school boards.

"By providing for local boards of education to have exclusive control over general K-12 schools, our constitutions, past and present, have limited governmental authority over the public education of Georgia's children to that level of government closest and most responsive to the taxpayers and parents of the children being educated," Chief Justice Carol Hunstein wrote in Monday's majority opinion. "Commission charter schools thus necessarily operate in competition with or duplicate the efforts of locally controlled general K-12 schools by enrolling the same types of K-12 students who attend locally



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- ORLEAN KOEHLE -

The Hidden Cs of Common Core

Perspective: Where We Are and Where We Are Going."

Delise talked about the 5 pillars of the DOE's efforts: pre-K, K-12 reform, college affordability, school climate, and the equity initiative. She used the phrase "college and career ready" but never once mention the words "Common Core."

Changing Attitudes - this is what Common Core is all about and what education goals have been centered on for many years. For example, Dr. Bertrand Raven, professor in the Psychology Department at the University of California, Los Angeles, was in the process of building a computer-based device for "changing attitudes" back in the 1960s. This was discovered by Betsy Kraus, a Catholic researcher and writer:

This device will work on the principle that students' attitudes could be changed effectively by using the Socratic method of asking an appropriate series of leading questions designed to right the balance between appropriate attitudes and those deemed less acceptable. For instance, after first determining a student's constellation of attitudes through appropriate testing procedures, the machine would calculate which attitudes are "out of phase" and which of these are amenable to change.³³

Charter Schools: Why are Charter Schools included in the hidden Cs of Common Core? Aren't charter schools a solution to the problem of education? Does that not make things better to have school choice? That is what I used to think as well. Then I found out that in the majority of cases, when a school becomes a Charter School, they no longer come under the auspices of the elected school board, so no longer under the control of the voters in that district. They are usually run by a private corporation, a local charter board, or come directly under a State-appointed Charter

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Commission. However, they still receive tax paying dollars to help fund them.

If parents have complaints, who do they go to? If there is no longer an elected official over the school, there is no accountability to the parents. We again have **education without representation**.

In the Race to the Top funding, the 46 governors who were competing for the grant money to usher in Common Core actually received more points for the number of charter schools they had in their States, rather than public schools. In other words, charter schools are being encouraged and are made to sound really good - above public schools. Why?

If you want to usher in socialism, as the Obama administration has made great strides in doing, one of the main objectives is to destroy local control and representative government - what every good socialist country has done.

Charter Schools are Designed to Help Usher in a Soviet System: According to Charlotte Iserbyt who has written and spoken much against Charter Schools: "Charter Schools are the Trojan horse to change our form of government to the unelected council system - the Soviet system."³⁴ This is by design; it is not happening by chance. A socialist, totalitarian ruler does not want representative government. He wants government by appointed commissioners who will only answer to him, not the people.

Charter Schools may be Illegal: In a December 2013 summary judgment ruling in Washington State in regards to the Cesar Chavez Charter School, the courts ruled that if education is to be open and "common" for all students, then perhaps Charter schools are in violation of State laws:

The Hidden Cs of Common Core

A charter school cannot be defined as a common school because it is not under the control of the voters of the school district. The statutes places control under a private non-profit organization, a local charter board/or the Charter Commission.

*The system must be uniform in that every child shall have the same advantages and be subject to the same discipline as every other child...to summarize, a common school within the meaning of the Constitution is one that is common to all children...free, and subject to and under the control of the qualified voters of the district.*⁵⁵

Cheating by Teachers and Administrators Has Increased: Because of the high-stakes testing that was ushered in by No Child Left Behind and will be made worse by Common Core, the salaries of the teachers are tied to their students' test scores. In fact, the future of the school is determined by those scores. If the school fails to raise the scores after three years, it can be on a probation list and even terminated. This has caused teachers to be tempted to cheat on the test scores of their students, to change the wrong answers to correct ones and to change grades. And it has caused principals and administrators to insist that teachers change grades. Fs and Ds must be raised to Cs.

At the Loudoun Valley High School in northern Virginia, an attorney was hired to investigate allegations by teachers and their formal complaints against the principal, assistant principal and the Special Education supervisor, who they say were harassing and threatening teachers with "negative consequences" if they did not raise the grades of their students. In some cases, the grades that were sent in by the teachers were actually changed by the administrators.⁵⁶ More is written on this in Chapter VII under testimonies of teachers.

The Hidden Cs of Common Core

In my book, *Common Core, A Trojan Horse for Education Reform*, I devote three pages to the subject of cheating. It appears that it is much more widespread than thought. Two writers, after studying seven years of scores in Chicago, estimate that teachers in 3-6% of the classrooms were tampering with scores. In California, it is estimated that in two years, 459 classrooms turned in suspicious looking scores, showing erasure marks from teachers.⁵⁷ These studies were ten years ago. One can only imagine that the high-stakes testing has only gotten worse and the temptations to cheat has increased.

Chemistry dumbed down or no longer taught: The Next Generation Science Standards (NGSS) are the new name for the Common Core science. According to Sandra Stotsky, chemistry will no longer be taught or will have a dumbed down version. "...the main problem with NGSS is that it eliminates high school chemistry and, in effect, physics (since the math for it isn't there). It is science for dummies."⁵⁸

Children Indoctrination, the Earlier the Better: The government wants to get your children out of the home and away from the influence of parents even in infancy – actually from "birth" on. That is why so many early learning government programs have been started over the years to do so. Common Core is no exception.

Choice or Tax Credits or Voucher Programs: These are all various ways for parents to have funding to take their children to a school of their choice and thereby give their children a better education. The same taxes that would pay for a child to be in a public or charter school would be given to the parents in the form of a tax credit or a voucher so they can take their child to a school of their choice.



This is the motto that is found on the front page of the Cardinal Newman Society website along with the words, "Promoting and Defending Faithful Catholic Education." This is their motto for standing up against Common Core.

"Christ is our Only Core": This is the statement by the principal, staff, and teachers of a large

private Christian school in Santa Rosa, CA. the Rincon Valley Christian School, which is run by the Santa Rosa Bible Church. This school adamantly refuses to teach Common Core and continues on with its same high standards and high quality of education based on the truths of the Bible. Let us hope that many other Christian schools are following their example and that Christian parents fighting Common Core can use that motto as well.

Christianity is Degraded and Islam Praised: Due to the fact that there is much funding coming from big oil in Muslim countries that is being used to influence or buy education publishing companies, world history text books now used in American schools have a pro-Islam slant. Over the years the words in the textbooks have been changed to whitewash the true history of Islam and write about it only in glowing terms. They have also changed the true history of Christianity and either ignore all the good that Christianity has done or write about it disparagingly.

→ As a substitute teacher, I had to teach a two-week course on Islam in the 7th grade at a middle school in Healdsburg, CA in 2002. I was shocked as I witnessed firsthand the pro-Islam bias and the anti-Christian slurs in the text book. I was also amazed at the suggestions that I was to do as a teacher – such as: have the students

make a prayer rug, memorize scriptures from the Quran, come dressed in Muslim attire, have a Muslim name, and memorize the Five Pillars of Islam.

I thought to myself? "What ever happened to the 1962 Supreme Court ruling of "Separation of Church and State" that took Bible reading and prayer out of our public schools? The Islam teaching is putting it right back in, but not with the Bible, the Quran. How can this teaching of Islam even be allowed?" I found out that those behind the indoctrination of Islam in our schools try to pass it off as teaching a culture. Teachers are told, "You're not really teaching a religion, you're teaching the culture of Islam. That is perfectly legal."

What did I do? As a devout Christian, I chose not to do any of the suggestions given for the teacher. I thought to myself, "Well, if I now get to teach a religion or 'religious culture,' I think I will teach the religion of my choice," and I brought in as much as I could about the "cousins of the Muslims," which the text book does start off talking about under the seed of Abraham. The book suggests that the teacher write *Abraham* at the top of the chalk board and write *Isaac* and *Ishmael* under Abraham, and put Mohammad under Ishmael and Bible prophets under Isaac, so that is what I did.

I asked the students "Can any of you name some of the prophets in the Bible who might have been descendants from Isaac? One of the boys mentioned Moses. I answered, "Very good! Would you like to know something more about Moses? It is a fascinating story of a little boy who is found floating in a basket and is raised by the Queen of Egypt!" "But before I can tell you about Moses, I first have to tell you about how millions of Children of Israel, the descendants of Abraham ended up as slaves in Egypt. I will have to first tell you the story of Joseph who was sold into Egypt to be a

The Hidden Cs of Common Core

slave when he was about your age." That was such a fascinating story it took up the whole period. Other days were similar.

When I had to teach the Five Pillars of Islam, I gave each of the students a copy of the Ten Commandments, the creed that the Jews and Christians live by and had them compare the two side by side. Of course, the only creed that matches is the first one, "Thou shalt have no other Gods before me," the first of The Ten Commandments, and "There is no other god but Allah," the first of the Five Pillars."

The text book I was teaching from in 2002 was called *Through the Centuries*. A few years later I had to teach from one called *World History, Medieval and Modern Times* that was even worse in its pro-Islam bias. Here is a direct quote from it about what is written concerning the Crusades.

Another legacy of the Crusades was rising Christian hostility toward Jews...More and more Christians believed that non-Christians were their enemy. Muslims, however, allowed Jews and Christians to live in peace in most cases. Many Crusaders who stayed in Palestine came to respect Muslims, but Christian intolerance toward Jews continued. (p.330)

Notice that the whole story is twisted. It sounds like Christians were in Jerusalem fighting to rid the city of the Jews, not to stop the invasion of Muslims across Africa and the Middle East that soon would be spreading into Europe if not stopped.

The Muslim invasions were not happy, peaceful events as the textbook portrays them. *"The caliphs showed tolerance to the people they conquered...The conquered people welcomed the Muslim armies as liberators...Muslims let conquered people keep their own religion if they wished to do so. (pp. 98, 100, 101)*

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The truth was the Muslim armies were pillaging, plundering, killing the men and putting women and children into slavery where ever they went. Those who survived were forced to become Muslims and worship Allah or were killed by the sword, exactly as the Quran tells them to do. *"I will cast terror in the hearts of those who disbelieve. Therefore, strike off their heads and strike off every fingertip of them. (Quran 8:12)*

Under Common Core, a Christian Teacher would Have no Freedom to Deviate from the Lesson: Had I been teaching under Common Core, the entire pro-Islam lesson would have been scripted for me. There could be no deviation. Even if the teacher knows that the lesson is full of false information, she/he must teach it as written.

That is what the teachers in Texas were experiencing with the CSCOPE method, their digital education program, which was also written by Linda Darling Hammond and another very liberal writer of education books, Lucy Calkins.⁶² (More is written about CSCOPE at the end of this chapter.)

Clandestine: So much of Common Core was done behind closed doors: the writing of it; asking for a gag order on those involved with it; even the validation committee had to sign a statement they would not talk about it; the bypassing of Congress; the bypassing of State legislators; bypassing local school districts; especially not wanting parents to know about it until it was a done deal and already implemented and then it would be very hard to get rid of it. I call it education by stealth and deception.

Classical English Literature Being Replaced by "Informational Text" is a Detriment to Students: This will not improve but lower students' college and career readiness: Dr. Sandra Stotsky, the ELA expert, who refused to sign off on the Common Core standards, and

The WIDE World online professional development program is specifically tailored to generate significant improvement in student learning and engagement by:

- *Helping educators build their students' deep understanding and strong content knowledge as they prepare them for college and career readiness*
- *Emphasizing rigorous content and high-order cognitive skills*
- *Integrating ongoing assessment practices into lesson planning*
- *Enabling collaborative local and global communication among educators as they share effective models of instruction*

Here are a few of our courses that prepare and support educators as they work to cultivate the **high order thinking skills** necessary to meet the Common Core Standards:

- *Teaching for Understanding: Focus on Student Understanding*
- *Making Thinking Visible: Building Understanding Through Creative Thinking*
- *Teaching to Standards with Technology*
- *Differentiated Instruction: Strategies for Effective Classroom Practice*²²³

Letter from a teacher in Bosnia/Herzegovina – Common Core is in their country as well: Thanks to Charlotte Iserbyt, the author of *Deliberately Dumbing Down of America*, for the following letter:

My name is Bojan Kerezovic, and I am a primary school teacher. We are now having almost all of the things - reforms, innovations and restructuring that you have warned us about... The government now shifted into the higher gear in this process of restructuring our once fine education system into workforce training... They don't even hide it from us! It is almost exactly as you have been telling us for years.

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Most of teachers, parents and administrators are unaware, ignorant or simply don't care. I need all the knowledge and documentation I can get so I can protect what is left of our education system and warn other teachers, parents and administrators and, perhaps, even to write a book about that myself. It would be great if you can give me some advice about writing a book on this (where to look for proofs, documents, who to speak to, what to look for, etc).

I have downloaded the book from your pages a few years ago, marked it all up and read it a few times - it is all the same here! Since we have been under socialism a long period of time (and still we are), average citizen thinks that this is the way it should be... People here have no idea about all of this...

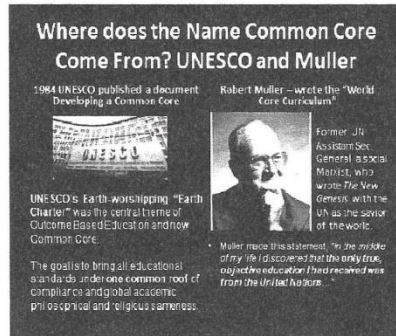
Common Core and UN Agenda 21 – Mass Producing Green Global Serfs: Highlights from an article by Alex Newman from the *New American* website:

Global, Green Citizens Require a New Form of Education: Newman writes that one of the key agendas behind the deeply controversial Common Core standards is not openly spoken about. But official UN documents and statements by top world leaders reveal the clandestine plan to transform American children, and students around the globe, into what globalists refer to as “global citizens” ready for the coming “green” and “sustainable” new world order.

Of course, these plans of a “top-down, planned, and regimented society” would be completely at odds with “the U.S. Constitution, national sovereignty, individual liberty, God-given rights, Judeo-Christian values, and Western traditions.”

A major component of the scheme is so-called “sustainability” and a radical UN program known as Agenda 21, encompassing virtually every facet of life “how man interacts with the environment.” To prepare humanity for this green vision, however, will require a new form of “education.”

UNESCO calls it "Education for Sustainable Development." On its website, UNESCO, "United Nations Education, Science and Culture Organization," the self-styled global education agency, actually boasts of its plans. "The UN Decade of Education for Sustainable Development (2005-2014) seeks to mobilize the educational resources of the world to help create a more sustainable future." "There are many paths to sustainability" and they are all mentioned in the 40 chapters of Agenda 21, the official document of the 1992 Earth Summit. Education is one of these paths. "Education alone cannot achieve a more sustainable future; however, without education and learning for sustainable development, we will not be able to reach that goal."



Before the term "sustainability" was in vogue, the late UN Deputy Secretary General Robert Muller, the architect of UNESCO's "World Core Curriculum," offered some insight into the purpose of UN-led, globalized pseudo-education. The goals were:

- 1) **Group Think - Part of the Greater Whole, Collectivism:** "Assist the child in becoming an integrated individual who can deal with personal experience while seeing himself as a part of the greater whole, as part of a group consciousness." Children are to no longer think of themselves as individuals, with "limited, self-centered objectives." In other words...smash individualism and notions of individual rights and replace them with collectivism.
- 2) **Traditional education out** - reading, writing, critical thinking, math, real history, actual science, and more are no longer to be taught.
- 3) **In its place, impose "The World Core Curriculum"** on humanity, a standardized Common Core education on all nations.
- 4) **Teach a "Green World Order."** What will it consist of?

Arne Duncan laid out the plan in a speech given at a "Sustainability Summit" in 2010:

- Teach the UN Sustainability Agenda through Common Core.
- Teach green citizens and prepare them to contribute to the workforce through green jobs.
- Centrally planned, UN-directed "green" economy and the "green" world order will determine what jobs citizens will have, and central planners will train them accordingly. [This was tried by Obama's green czar, Van Jones, but after his own words exposed him as a communist, his plans did not go anywhere.]
- Duncan states that other U.S. agencies and departments "have made important contributions" linking education and sustainability.
- Much of the green sustainability indoctrination will be funded with "stimulus money."
- At the global level, the World Bank, multiple UN agencies, Big Labor, Big Business, tax-funded NGOs (non-governmental organizations), and more are all involved in harmonizing and globalizing education as well.

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Change the World: As Duncan made clear in a 2010 speech to UNESCO, the Obama administration's goal is to work closely with UNESCO to change the world through education:

Our goal for the coming year will be to work closely with global partners, including UNESCO, to promote qualitative improvements and system-strengthening and 'education is the most powerful weapon which you can use to change the world.' [a quote by Nelson Mandela]

UNESCO Mission Statement:

...The world is looking for new ways to build peace and sustainable development...and sustain the hope of a new humanism.

UNESCO exists to bring this creative intelligence to life and the conditions for sustainable development must be built.



Globalization will Intensify: Arne Duncan apologized that the U.S. had not done enough in the sustainability movement but promised that efforts will be intensified.

Today, I promise you that we will be a committed partner in the national effort to build a more environmentally literate and responsible society.

We at the Education Department are energized about joining these [UNESCO] leaders in their commitment to preparing today's students to participate in the green

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economy, and to be well-educated about the science of sustainability.

Restructure Human Civilization: What does Duncan, UNESCO, Common Core and Obama really mean when they talk of educating our children about "sustainability" and the "green economy"? In essence, according to UN documents and reports, the idea is to **restructure human civilization into a "centrally planned global society under the control of international institutions such as the UN"** — all under the guise of saving the planet and "sustainable development." They say this even though they know central planning does not work and has always and everywhere produced environmental devastation in addition to human misery. But maybe **human misery** is what the global elite want for all the rest of mankind, while they can live a care free life of wealth, and live off the hard labor of the lowly minions.

Human Existence Must Dramatically Change: UN documents explain that under the "green economy" banner, literally everything about human existence must dramatically change: Lifestyles, opinions, education, health, consumption, production, agriculture, diet, law, taxation, industry, governance, and much more.

Transitioning to a green economy requires a fundamental shift in the way we think and act,' explains a 2012 UN report entitled "Working towards a Balanced and Inclusive Green Economy." A more recent UN report, developed with help from Obama policy architect John Podesta, noted that the 'worldview and behavior' of every person on Earth must be 'dramatically altered.'

What about American Traditions, Self-Government and Christianity? Newman writes: According to UN documents, "national sovereignty, individual liberty, free markets, unalienable

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rights, traditional values, self-government, **Biblical Christianity**, and more **must all be pushed aside.**" Wow, that certainly explains why our history text books have been so altered, with very little in them to support the idea that America is an exceptional nation, one to be proud of and that we were built on a Judeo-Christian foundation.

Preparation for Green Careers and Green Citizens: Arne Duncan stated that he would "*build the science of sustainability into the curriculum, starting in kindergarten and extending until the students graduate from high school.*"

The Same Sustainability Education is Happening Across the Globe: At the 2012 UN "Conference on Sustainable Development" in Rio, chaired by an anti-American Chinese Communist, every national government represented committed to do what Duncan described. They made the following pledge called "The Future We Want":

We therefore resolve to improve the capacity of our education systems to prepare people to pursue sustainable development, including through enhanced teacher training, the development of curricula around sustainability, the development of training programs that prepare students for careers in fields related to sustainability. [Of course, "we" in this pledge does not represent the people, but the "legions of bureaucrats, dictators, presidents, and mass-murderers at the UN sustainability summit—not the public."]

The Higher the Education, the Greater the Threat to Sustainability: UNESCO's website makes it abundantly clear why we see such a dumbing down of standards through Common Core, the global education plan for the world. Traditional and classical notions of education have no place in the sustainable "green" world

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order. In a stunning admission in the UN toolkit for global sustainable education, they explain:

Generally, more highly educated people, who have higher incomes, consume more resources than poorly educated people, who tend to have lower incomes. In this case, more education increases the threat to sustainability.

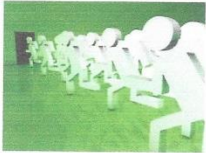
Read that sentence again! **The more education people have -- threatens the elitists' vision of "sustainability."** Let there be no doubt about the real purpose of Common Core and its deliberate dumbing down of the minds of our nation's children! This is the broader globalist vision for education, and it has been burrowing its way into U.S. schools for decades.

Do we Choose Continued Globalization, a Green Economy, and the Dumbing Down of Education or a Well-Educated Citizenry and Liberty? As Alex Newman states at the end of his article:

*With the ongoing globalization of education under UN and Obama administration guidance, Americans are at a crossroads. One alternative is putting a stop to it all now, withdrawing from Common Core, rejecting unconstitutional federal bribes and mandates, and restoring proper education to promote a well-educated citizenry capable of critical thinking and maintaining liberty. The other option, as globalist voices have made clear, is a "green" economy — and everything that radical vision entails. **We must choose wisely.***

We Now Have a Smart Exit Strategy from Common Core

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Rick Hess and Mike McShane back in the spring wrote in the *National Review Online* that

At the end of March, Indiana became the first state to repeal the Common Core standards. The aftermath has not been pretty.

And they were right. Hess and McShane noted that

Critics have raised valid concerns but failed to put forward a notion of what happens next. This is a problem. Common Core adoption meant that Indiana schools set in place not only new reading and math standards but also new tests, curricula, instructional materials, and teaching strategies. And the abrupt shift could be a train wreck for students and educators.

Already back in 2011, *Lindsay Burke* of the *Heritage Foundation* and a few others had tried to map out a strategy for states to exit Common Core. For some states it has proven difficult to figure out. Back in 2011 Burke laid out some sensible markers:

- Determine how the decision was made to cede the state's standard-setting authority and use that discovery process to determine the best way to reverse course.
- Prohibit new spending for standards implementation.

But by the time the wave of "repeal and replace" legislation began with Indiana, much more granular "exit strategies" were possible. As *Dr. Sandra Stotsky* noted in a *Freiheit* blog, she had made available for free alternate, high-quality ELA standards and also advised state officials on the kind of robust public process that would more likely lead to world-class standards in Indiana. For political reasons that only Governor Pence might be able to explain, the state chose a rushed, Common Core-like strategy. Stotsky provided more detail on the utter failure to develop higher quality state standards in pieces [here](#), [here](#), and elsewhere.

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- At this point, most states have already spent the dollars they received through Race to the Top (RTTT) for Common Core implementation. In most cases the RTTT funding for Common Core implementation (mainly for such things as professional development) was only a third to a fourth of the total RTTT grant. In Massachusetts case, we received \$250 million from the feds, but a lot of it went to districts with little definition, some went for implementation of federally influenced teacher evaluations, and some went for Common Core. Assuming between \$75 million and \$100 million went to Common Core in the Bay State, that only constituted a small fraction of the total cost to get to the place where the standards and tests can even be administered. A 2011 Pioneer study, which focused on the cost of textbooks, technology, assessments and professional development pegged the cost to the country at \$16 billion and to Massachusetts alone at \$355 million.
- Many states, including Florida, California and it seems Massachusetts, just to provide a few examples, have run up against technology costs that far exceed what state education officials implied or explicitly disclosed in the past. In Florida, two years ago when Tony Bennett was Commissioner of Education, there was much debate because of discussion of the need for an additional \$400 million for technology alone. In Massachusetts, we are seeing overrides at the local level to pay for technology, and there have been quiet discussion about the possibility of using the state's School Building Authority funding (which is for, ahem, buildings) to fund technology, which is an expense that can be capitalized. That conversation with the SBA has led nowhere to date. Thankfully.
- The Common Core-aligned "consortia" tests, PARCC and SBAC, have lost market share – and how! PARCC has gone from 25 participating states to 13 nominal states participating. I say nominal because Louisiana and other states that are chafing to get out of PARCC are included in PARCC's list of 13 friendly states. With the loss of market share – fewer students participating – the cost of the test must necessarily go up on a per student basis. Maybe Pearson, PARCC's preferred (and in some states no-bid) contractor, will be able to hold the line on the pricing in the short term, but that will be a loss leader for them, and the long-term pricing is anything but known.

What those facts tell me are the following three things:

1. The feds can no longer hold out the possibility of punishing states that received RTTT funding for the Core. The states long ago spent the stimulus money.
2. Second, the states have been saddled with a significant unfunded mandate. States and localities fund 90% of educational services, so if there are costs that go beyond the original sum received through the RTTT for Common Core, then states and localities will be on the hook for them.
3. The future costs of staying with Common Core are unpredictable – and therefore at this point it is more prudent from a budgetary perspective to transition from the Core and the Core-aligned tests.

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Indiana's repeal and replace bill showed how not to extricate a state from the Core. Governor Pence demonstrated little interest in policy or in educational quality; nor did he evince a clear vision of truly public process. The truncated effort to develop new "Indiana" standards led to an inside job led by proponents of the Core, it started with the Core as a foundational document, and it ended up with a product even worse than the Core, as Stotsky among others clearly demonstrated.

Oklahoma and South Carolina have taken a different path, and they are trying to build new state-led standards with real public processes. Oklahoma had the benefit of state standards that were in fact of higher quality than the Core. They are therefore going back to the drawing board and using the Oklahoma standards as a foundation stone. South Carolina has the benefit of very strong US History standards, but do not have strong ELA and math standards to draft off of.

That's where Ohio comes in. Learning from Indiana's disastrous effort and the good efforts in Oklahoma and South Carolina, Ohio's HB997 is a huge step forward in that it not only rejects Common Core's mediocre offerings, but it provides on an interim basis Massachusetts' nation-leading standards as the new foundation to draft off of in developing new Ohio standards. The Massachusetts' standards go into place for two years as Ohio educators, businesses, scholars and parents put their heads together in a truly public process—and develop, we hope, even better standards than what Massachusetts had.

And there are several points to be made in favor of states quickly adopting the MA standards for a two-year interim period while developing their own first-rate standards.

First, two years is ample time to engage local communities and constituencies in the kind of public process that upholds the public trust and also can gain the level of teacher buy-in that will help make new standards effective guidance. No such buy-in is possible with Common Core because of its lack of a public process.

Second, the interim adoption of the Massachusetts standards is a cost-effective exit strategy for Ohio and other states. The fact is that Common Core requires lots of professional development, because there are pedagogical strategies embedded in the Core standards. A couple of examples will suffice: Some of the early grad math requires multiple approaches rather than standard algorithms. The high school geometry standards insist on the use of an experimental method that has not been used successfully in Western high schools. Early grade ELA includes more non-fiction than teachers have used in the past; across the board, there are non-fiction offerings that fall outside the traditional teacher preparation and likely background of English teachers.

On the other hand, Massachusetts standards will require minimal professional development. None at the high school level because the standards reflect the disciplinary background of teachers in English, mathematics, science, and history/U.S. Government. Continuing PD will be needed in reading in K-6

the Massachusetts standards were developed with teachers' backgrounds in mind. There is not the insistence on new methods and fads. English teachers, most of whom came out of English lit majors are likely to be pretty comfortable teaching a greater amount of literature rather than jamming in lots of non-fiction extracts. As a result, costs for professional development will be much, much lower.

Third, the organization and clarity of the Massachusetts standards not only can be implemented as interim standards very easily and without lots of professional development, but they also lend themselves to greater ease of understanding to teachers and district officials. In short, they will serve more effectively as a framework for Ohio's development of new, higher-quality standards.

As for the prohibition of PARCC embedded in Ohio HB997, well, that is just smart. There is no predictability as to whether PARCC will survive and, if it does, at what price point. The Massachusetts assessment, MCAS, is a known entity. It's been "tested" and proven over a decade. And, as I noted to the Ohio Rules and Reference Committee, the fact is that PARCC is on its last legs. Why stick with a sinking ship? (It is useful to note that there are free test items available from 2001 to 2011 on the Massachusetts Education Department's website.)

Finally, there is that small detail called **quality**. School systems will have a head start in using first-rate standards by orienting themselves to the Massachusetts standards.

So, Ohio Representatives Matt Huffman and Andrew Thompson may not only have given Ohioans hope, they may have traced out the core elements of a positive agenda that can replace the Core. And that's important. In about 25 states, it is not enough for state officials and activists to say no to Common Core. Those states had poor quality standards before the Core and getting rid of it will not lead to higher achievement by their students. Instead, they need to have an exit strategy that says no to the Core and yes to world-class standards.

Adoption on an interim basis of Massachusetts' standards is a great innovation. Importantly, Huffman and Thompson are not saying that they want to replace the Core with Massachusetts' standards. They are saying that the Massachusetts standards are in interim step – a great framework that Ohioans will need to make their own. They should. This country was built on a federalist impulse – the idea of competitive federalism. We want states to have different standards, to test what works and what doesn't. States competing to be the best is a true Race to the Top. That's a virtuous cycle and very different from the feds' RttT, which was more like a race to comply with federal definitions of what "innovation" means.

Time to turn the page.

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